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ABSTRACT

Presented is a curriculum guide and description of a program for educable mentally retarded elementary school children. Considered are such program aspects as philosophy and rationale, pupil selection and school-community relations. Goals, activities and suggested topics for experience units are listed for grades K-3, 4-6, and 7-8 in the following curriculum areas: personal and social adjustment, health habits, physical development, safety, oral and written language arts skills, number concepts, and elementary science. Listed are selected resource materials for the curriculum areas. Four appendixes provide information on legal aspects and implications, evaluation of the child's progress and a diagram of classroom layout. (CL)

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# A SUGGESTED CURRICULUM GUIDE
# for
# EDUCABLE MENTALLY RETARDED CHILDREN in ELEMENTARY SCHOOL

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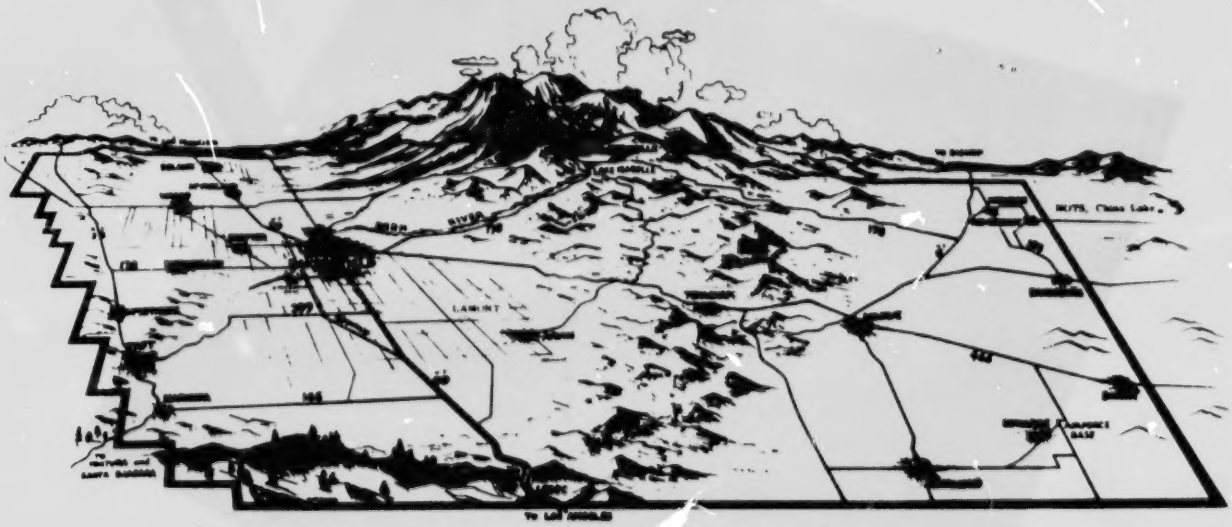

**Kern County**

Office of Harry E. Blair
Kern County Superintendent of Schools

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# A SUGGESTED CURRICULUM GUIDE
for
# EDUCABLE MENTALLY RETARDED CHILDREN in ELEMENTARY SCHOOL

Rerun 1970

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# FOREWORD

It has been the philosophy of education in California to gear instruction to the ability level of each child. Education for special classes is an example of enlightened teaching. These children, while less able than average pupils, are educable within the limitations of their abilities. In recognition of the fact that these children have special needs, the California State Legislature has provided for their schooling.

The educable mentally retarded child from districts with less than 901 average daily attendance is the direct responsibility of the County Superintendent of Schools. It is his continual aim to provide the best possible program for all such children.

While this type of schooling is more expensive than much of our education, its worth has been clearly demonstrated. In addition to its personal and social merit, this program has shown its value in developing responsible adults. Pupils who might otherwise have been branded as failures find their accepted places in the community as productive citizens.

HARRY E. BLAIR
Superintendent of Schools

# PREFACE

In view of the current needs expressed by the various teachers of the educable mentally retarded throughout Kern County, it was felt that a concise and well-organized curriculum guide was desirable.

It is hoped that this guide will fill that need and will be given a thorough trial in Kern County in the next several years. Following this, an appraisal should be made in order to assess its effectiveness and incorporate needed changes.

This curriculum guide is a revision of the 1959-60 guide which was developed by Dr. Joseph Lerner and his committee. This reorganization is attempted in terms of the framework found in "Programs for the Educable Mentally Retarded in California Public Schools", Bulletin of the California State Department of Education, Volume XXXIV, No. 1, March, 1965.

As well as A Suggested Curriculum Guide for Mentally Retarded Children in Elementary School by Dr. Lerner and his committee, a previous handbook developed under the guidance of Dr. Ernest P. Willenberg and Dr. Fred Zannon, A Foundation for Special Training in Kern County has been utilized as background material. Another valuable source of information has been The Illinois Plan for Special Education of Exceptional Children--A Curriculum Guide for Teachers of the Educable Mentally Handicapped.

John Whitfield, Director
Mentally Exceptional and
Educationally Handicapped Classes

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## MEANING OF MENTAL RETARDATION

As educators, we are more concerned with the individual assets and limitations of each person in the educational program rather than a description of mental retardation as if it were a unitary concept. Children selected for special training classes are those who go through a thorough system of appraisal. Among the children whose intellectual abilities are retarded to the extent that special training is indicated, one finds rather than a homogeneous group, individuals of extreme variations in the status and potential of thinking, feeling, and doing.

Appraisal starts prior to, and continues after, the child is placed in a special training class. One of the first steps is to assess the child's expressive behavior at significant points in comparison with the typical behavior of the same age group in the general population. This is done by psychometric, observational, and interview procedure. It is during this step that such data as mental ages, social ages, intelligence and social quotients are obtained. Samples of school work, observation of behavior in less formal situations, and recollections of parents, teachers, and friends often supplement information on the child. Next, normative behavior is viewed in the perspective of the total developmental situation. The question asked here is: How truly does the child's behavior represent his potential under optimal circumstances? Deprivation due to physical, social, and economic reasons or psychological maladies often present a picture of intellectual retardation.

Finally, the appraisal attempts to view the child in terms of the various situations he will face as he grows up. Prediction of success is essential to planning the education program.

Taken together, these steps in appraisal help to assess the child as he stands in relation to normative behavior, developmental background, and possible application of known abilities. When the child is recommended for special training it is because (1) his comparative performance involving intellectual processes deviates significantly from his fellows in spite of a favorable background or in connection with an unfavorable background; and (2) whose deviations in abilities indicate that without special educational opportunities, he has much less chance for success as an individual or social being, in or out of school, in the receptive and expressive phases of human living.

## Common Misconceptions of Mental Retardation

1. That a mildly mentally retarded child may be identified by physical stigmata.

   Children in special training classes for educable mentally retarded are not generally clinical types and are not identifiable by clinical syndromes. These boys and girls look and act like other children with whom they associate in the school.

2. That mental retardation is always the result of faulty heredity.

   All individual differences may be attributed to heredity and environment. The recessive characteristics productive of mental retardation are present in all of us. We now know a much greater proportion of mental retardation is due to external factors such as brain injuries.

3. That mental retardation is always associated with a deprived social and economic background.

   While the incidence is greater in population groups of lower socio-economic status, the condition prevails in all strata of society.

4. That mentally retarded children are mentally unbalanced.

   Mental retardation refers to the quality and degree of ability to learn, whereas mental unbalance refers to the emotional status of the individual. The two terms are not synonymous.

5. That we can change basic capacities of these children either by training or by education.

   There is no scientific evidence to show that the basic capacities of children may be changed either by training or by education. Functional abilities are sometimes improved through emotional and physical therapies which occasionally give the impression that the child's native ability has increased.

6. That mentally retarded children have at least one outstanding compensatory factor.

   This is seldom true except in cases where mental retardation is due to external factors. Such children's abilities seem to be distributed on a plane comparable to those of the general population.

7. That mentally retarded children comprise a completely homogeneous group.

   The range and complexity of individual differences of children in a special training class seem to exceed the heterogeneity of children in regular grades.

8. That special education for the mentally retarded is a remedial program.

   Special education for the mentally retarded is essentially a developmental program, with remedial instruction employed only when the need is indicated. Children are not generally placed in special training classes so that later they may be returned to the regular grades.

9. That mentally retarded children are more segregated in a special training class than in a regular class.

   There are studies to indicate that when mentally retarded children are retained in regular grades, there is a more pronounced feeling of isolation than among groups of children in the special classes.

10. That all mentally retarded children are potential delinquents.

    Mentally retarded children are subject to influences productive of delinquency in about the same degree as children of the general population.

11. That our population is going to be thrown out of balance by an increasing number of inferior people.

    The reasons some may feel there is an increase of children with inferior mental ability are that (1) children are kept in school longer than before; consequently academic differences are more apparent, (2) the more complex our society becomes, the more it differentiates among various levels of vocational competencies. It is more likely that mentally retarded children, when properly trained, should be expected to make wiser choices in their mates; which would tend to improve the intellectual quality of the general population.

12. That our society has no place for the economic competence of mentally retarded people.

    These people always have done well a large portion of the world's less complex work that would not be done willingly or with satisfaction by individuals of more productive mental capacity.

## THE PROBLEM IN KERN COUNTY SCHOOLS

The Children. The incidence of children eligible for special training varies according to the criteria used. An estimate in Kern County would be around two per cent of children enrolled in the elementary schools. Drop-outs would reduce this figure somewhat on the secondary level.

Distribution of enrollment according to sex shows a frequency of two to one favoring boys. Variations also occur in relation to the socioeconomic conditions from which the schools draw their enrollment. There is a positive correlation between low socioeconomic conditions and frequency of children eligible for special training. There is a higher ratio of children in special training with good prognoses as compared to those with limited or guarded prognoses. The rate and severity of physical, social, and emotional disabilities is also higher for this group.

On the other hand, the rate of academic acceleration is probably higher among these children than among unselected groups. Contrary to being worthy accomplishments, these achievements frequently have been purchased at tremendous costs in adjustment and motivation.

Chronological age in the children ranges from six to sixteen with mental age from four to twelve. Some children will develop at a ratio commensurate with the I.Q. Others will improve under favorable circumstances to the point that special training will be no longer indicated. Some have arrested intellectual abilities, while others may regress under any condition.

The Situation. The responsibility of providing special training is required by law of districts of nine hundred average daily attendance or more and of county superintendents of schools for districts of less than nine hundred average daily attendance.

## A PHILOSOPHY OF SPECIAL TRAINING

The grouping of children in special training classes is an administrative adjustment which makes possible the adaptation in content and method of instruction necessary for the particular needs of selected children. The present assumption is that these children would otherwise not have an equal educational opportunity with classmates in the regular grades. In other words, children are not placed in special training classes because of intellectual retardation but because the consequences of such retardation makes their education in regular classes of limited or impractical value. Still, these children live with us, are part of our families, and can grow up to be responsible members of our society. As such, they are entitled to the rights and privileges of full membership in a democratic society. This helps to define the obligations of our social resources, particularly the schools, where the ultimate is realized when each individual has been nurtured to his maximum potential as a personal and social being.

## A PHILOSOPHY OF EDUCATION FOR THE MENTALLY RETARDED CHILD

Education for the mentally retarded child should provide experiences that will meet his present needs for success and a feeling of worth, and prepare him for the future. This future may be within the framework of society or in a more sheltered situation. Wherever it lies, the child has a right to a program of education and training in keeping with his individual potential.

The mentally retarded child is more like other children than different, and the same needs for satisfactory personal, social, emotional, and economic adjustment to everyday life are present. To achieve this adjustment, experiences should be provided to help develop skills, attitudes, appreciations, knowledges and judgments which the child can utilize. Within the limits of the child's capacity these experiences should be directed toward the achievement of the objectives of self-realization, human relationships, economic efficiency and civic responsibility.

Each child is unique and should be given every opportunity to develop in the areas in which he can succeed. Because of limitations in learning rate, retention of basic facts and judgment, the program must include an adequate amount of purposeful drill-type activity. Mentally retarded children are more often manually minded rather than verbally minded and any program of education and training should reflect this. Academic activities should be present in the child's program if he has the ability to benefit from them. Handwork, music, the arts, and physical education, should also be included to provide opportunity for personal satisfaction, muscular coordination, vocational exploration, and the development of leisure time activities. The child should be offered experiences in all areas in which success is feasible to help him develop a sense of worth and self-acceptance.

Social development with the attendant awareness of the moral obligations of truthfulness, respect for self and for others, and the exertion of self-discipline must be present in the child's experience. A consciousness of his role within his own group and as a part of the whole school is necessary. A conscious effort to help develop his sense of humor should also be included.

Habit formation is a basic element in a program of education and training for the mentally retarded child. Good health habits as well as good work habits within the abilities of the child are vital to his well being.

Because of limited reasoning ability the purpose of desirable habits may be obscure to him, but he can take comfort in the familiarity they provide as well as benefit from the results.

Finally, it should be the practice of any program of education and training for the mentally retarded child that the child's abilities be pointed up and recognized. For too long the mentally retarded child has been known by his shortcomings and deficiencies. We feel he should be given recognition for what he can do. We should place the accent on his assets.

## SELECTION OF CHILDREN FOR SPECIAL TRAINING

Screening. Screening is the initial step in a process of determining eligibility for special training. Its function is to locate, on the basis of certain criteria, children who may be expected to benefit from the special training program. It does not attempt to diagnose or classify, but to identify children who need careful individual psychological assessment by the school psychologist.

Group intelligence tests, if used properly, are valuable aids in the screening process. This information in addition to other test results and teacher observations of pupil performances, assists in making referrals. The following "Guide for Referral of Children to be Examined for Special Education" suggests possible criteria for considering a child to be in need of further assessment. It should be understood that most people manifest some of these symptoms to a limited degree. Consequently, the person making a referral should feel that the degree of difference is great enough to warrant individual evaluation.

## A GUIDE FOR REFERRAL OF CHILDREN TO BE EXAMINED FOR SPECIAL EDUCATION

### Factors Which May Be Indicative of Mental Retardation:

Poor coordination
Poor visual perception - has difficulty copying designs, i.e., a seven year old can copy a diamond
Poor orientation to time and place - does not know date of birthday
Defective visual and auditory memory
Lack of sensitivity to detail in environment - omits detail on Draw-a-Man Test
Inability to detect absurdities in visual or auditory situations
Inability to grasp central thought
Weakness in problem solving
Preference for play with younger children
Enjoyment of games and materials appropriate for younger children
Questionable mental ability of some members of the child's family

### Selected Factors Indicative of Normal Intelligence:

Tends to be well coordinated in physical activities
Adjusts to his age group in group activities
Is near average or better in one or more school activities
Appears to retain and understand school work on certain days
Has parents whose mentality appears to be normal or above normal

Symptoms of Emotional Disturbances Which May Accompany Mental Retardation:

- Has short attention span
- Day dreams
- Easily distracted
- Sucks thumb
- Cries frequently
- Bites fingernails
- Lies, cheats, steals
- Is hyperactive
- Avoids children or adults
- Feels persecuted
- Frequently complains of physical ills
- Frequently involved in fights
- Speaks in infantile manner
- Stutters
- Is cruel

Referral for Individual Examination:

Requests for individual psychological examination should cover basic information and are available from the Kern County Superintendent of School's office.

Individual Psychological Examinations: One purpose of individual psychological assessment is to establish the child's eligibility for special training. Both verbal and/or non-verbal types of tests may be utilized as a part of this assessment. At times when an examination fails to give conclusive evidence of eligibility, the child may be qualified on a tentative basis, pending further evaluation.

Placement Procedures: Placement in special training is a process of changing children from one learning situation, which fails to meet their needs, to another situation which offers the best available opportunity in meeting these needs. Qualification for special training does not automatically justify the transfer of children from regular grades to special training classes. Consideration must be given to the following questions: (1) In view of the child's present adjustment and progress, does special training really offer him an advantage? (2) If the resources are limited, is the child's maturity commensurate and compatible with the others selected for the special class in his area? (3) If there is a choice between levels of special training, from which would he benefit most? (4) If there is a waiting list, what are the circumstances in the regular class which would give this child's needs a higher priority than those of other eligible children? (5) Will the child remain in the community or area long enough to derive values from placement in the special class? (6) Will he and his parents accept the change?

When answers are obtained for these questions, several steps are necessary before the final placement of each child. A placement conference is conducted including the psychologist, school administrator, teacher, director of special training, school physician or nurse, if any, to determine whether placement is advisable. If placement is recommended, completion of the following form, "Application for Placement In a Special Training Class", is the next step.

OFFICE OF HARRY E. BLAIR
KERN COUNTY SUPERINTENDENT OF SCHOOLS
Special Schools and Services Division
Bakersfield, California

# APPLICATION FOR PLACEMENT IN A SPECIAL TRAINING CLASS

Date of application_____

1. General Information: Name of child (M F)_____

   Address_____ Phone_____ Birthdate_____

   Exact location of home_____

   Names of parents: Father_____ Occupation_____
   Mother_____ Occupation_____

2. School data: School_____ Grade_____ Teacher_____

   Name of individual test (s)_____ Examiner_____

   Date of test (s)_____ C.A.____ M.A.____ I.Q.____ Perf._____ Verb._____

   Achievement level_____

3. Health data: General Health_____ Speech_____

   Vision_____ Hearing_____

   Emotional stability_____

   Name of family physician_____

4. Consent of parent or guardian: _____
   (Signature) (Date)

   Placement explained by_____

5. Approval of sending school: _____
   (Signature of administrator)

DO NOT WRITE BELOW THIS LINE

6. Placement: Approved____ Disapproved____ Date_____ By_____

   Comments_____

7. Class in which placed: _____ Date_____

8. Transportation: Morning
   Pick-up point_____
   Time_____ Driver_____
   Vehicle_____
   Time of arrival at school_____

   Afternoon
   Pick-up point_____
   Time_____ Driver_____
   Vehicle_____
   Time of arrival at home_____

## TEACHER-FAMILY RELATIONS

The importance of good rapport between teacher and parent cannot be overemphasized. Of the twenty-four hours in the day, a child lives not more than a fifth in the classroom. Unless there is an understanding between parents and teachers so that the program for the child may be satisfactorily integrated, any program formulated by the school may be largely neutralized rather than reinforced by the four-fifths of the day the child is not under the supervision of the teacher.

This rapport between parents and teacher may be established through individual conferences or group conferences, or both. Individual conferences may be classified in several ways - i.e., according to purpose (whether for diagnosis or treatment), as to place (home or school), as to source of initiation (by parent or teacher), as to nature (planned or incidental, formal or informal, routine or emergency). Needless to say, among these there is much overlapping.

In planning for a child's program, there must be adequate diagnosis. A knowledge of the home itself with its physical surroundings, atmosphere, and interaction of family members is an important factor in this diagnosis. Many important facts may be learned from a parent in his visit to the school, but only on home visits by the teacher can all these factors be observed and weighed. Just a visit is not sufficient. It is only by a growing confidence that the parent comes to have in the teacher that some of the most influential factors are revealed directly or indirectly. This close relationship should be maintained. Frequently it is through one's helping the parent resolve his problems that the child's problems are resolved.

We become so much in the habit of looking at things from the teacher's point of view that we forget that the parent often has questions. He wants to know why we do things, what we are doing, and how his child is progressing. The parent should feel free to come to school for the answer to these questions. Here the parent can see the child at work either on an individual project or on a group project. He can see the child in the class and school environment. School records and samples of previous school work provide much additional information.

Through the year, the teacher should arrange for a certain number of scheduled or routine visits to the home or parent conferences at the school, but incidental visits from parents should be welcomed and encouraged. When emergencies arise, an unscheduled visit from the teacher or a request for the parent to come to school does not represent the threat that otherwise might be felt.

## SCHOOL AND COMMUNITY RELATIONS

If a three-way cooperation between school and home, school and community, and home and community is important for the average school child, it is even more important for the exceptional child. A community well-informed about the exceptional child, and actively and creatively sympathetic toward his needs, is for the child and his development what favorable climate is for the growing plant.

A community well-informed as to the nature of mental retardation understands that its incidence is not restricted to certain economic conditions or social status, that the important thing is that the child be accepted as he is by both family and community, and that he be given his full opportunity to attain economic independence and social adjustment. With this atmosphere of community understanding and acceptance, it is much easier for the parent to accept his own child as a child needs to be accepted and to take full advantage of such special educational advantages as are available without feeling he must be on the defensive. It is thus much easier for the parent of a mentally retarded child to consider his child's best interests without the feeling that the child is a burden which an unkind fate has put upon him, something for which he must feel great shame and for which he must castigate himself, or for which he must compensate by overindulgence of the child. The other children of such a community learn instinctively from the adults to react with a natural kindness, helpfulness, and mutual respect rather than adding to the child's frustrations by name calling, teasing, or thoughtless indifference. All of this is of great significance to the child's mental health. It is important in eliminating many emotional blockings, which a teacher must try to resolve before any appreciable learnings may be effected.

A community should be led to accept its responsibility still further, in seeing that a mentally retarded child should be able to look toward its own community for economic opportunity. This applies not only to the community where the special class is located, but to the whole area from which the children come.

A community thus informed and responsible does not just happen. There has always gone before, a well-planned program of community education. Before a special class is established, there should be undertaken a program designed to create good public relations. This can be done through the P.T.A. service, professional, and fraternal groups, the press, the radio and television. Those establishing the special class will necessarily be the initiating and directing force in such a program, but the above agencies should be included in the planning and implementing of the program.

## OBJECTIVES

The objectives for the three curriculum levels are best quoted from "Programs for the Educable Mentally Retarded in California Public Schools", Bulletin of the California State Department of Education, Volume XXXIV, No. 1, March 1965.

### Young Elementary Level

"The specific objectives for this level, in order of their importance, should include the development of: (1) competencies that promote personal, social and vocational adjustment; (2) appropriate habits that promote health, physical development and safety: and (3) readiness for basic school subjects." (Page 62)

Intermediate Level

"The specific objectives for the intermediate level, in order of their importance, should include the development of: (1) competencies that promote personal, social and vocational adjustment; (2) habits that promote personal health, physical development, and safety; and (3) basic school subjects." (Page 68)

Junior High Level

"The specific objectives for the junior high level, in order of their importance, should include the development of: (1) competencies that promote personal and social adjustment; (2) activities that lead to emotional security and independence (3) an ability to use basic school subjects (4) habits that promote personal health, physical development, and safety; (5) understanding of the family and the roles of its members; (6) skills for participation in recreational and leisure time activities." (Page 74)

## GROUPING OF CHILDREN

The California state bulletin suggests grouping of children for instructional purposes as follows:

Young elementary: Those who have chronological ages from six to ten years and mental ages from four to six years. Chronologically, these children would be in from kindergarten to third grade. These children should be mature enough to interact with others and adjust to school routine and environment.

Intermediate elementary: Those who have chronological ages from ten to thirteen years and mental ages from six to ten or eleven years. Chronologically, these children would be in the fourth, fifth and sixth grades. These children should be able to participate in group activities and conform to reasonable school rules.

Junior high: Those who have chronological ages from thirteen to fifteen years and mental ages of seven and above. Chronologically, these pupils would be in the seventh and eighth grades. These pupils should be able to adjust to the demands of classroom and school routine and accept responsibilities for some self-direction and independence.

Classes are limited to fifteen children in groups where the chronological age spread is more than four years, or eighteen children if the age spread is four years or less.

At the present, in the Kern County Schools there is an overlapping in the groups. It is anticipated that a more ideal organization will evolve within a short period of time.

Though there are exceptions, children are considered to have academic potential if they have a mental age of eight years or higher at maturity. This would correspond to an I.Q. of 50 or higher. Children with a lower mental age at maturity (below 50 I.Q.) are not likely to gain from academic training and are considered trainable rather than educable.

Grouping within the class: Ordinarily, grouping of children is done on the basis of similar characteristics in mental ability, social maturity or compatibility, physical and academic skills. There are times when children of variable characteristics are grouped together for the accomplishment of similar objectives. Whatever the system may be, grouping is never more than an administrative device to facilitate instruction. It must never be static. When objectives change, groups must change; otherwise grouping would become an end in itself. Essentially, all instruction must be on an individual basis.

## SUGGESTED CURRICULUM

Keeping the objectives in mind, the following suggested curriculum was designed to cover the goals of the three groupings as suggested by the state. There will be a progression from one level to the next with experience at each level in preparation for the next. When the three levels aren't clearly defined, there will be overlapping.

"Things to do" will crystallize the specific program that the teacher should provide. It will include suggested activities and help the teacher in daily planning. It is suggested that experience units be used. With these units, there can be correlation in all areas. The experiences provided will depend on the geographical area and socio-economic background of the pupils.

It is the responsibility of the teacher to translate curriculum into actual learning experience.

## SUGGESTED AREAS OF CURRICULUM

1. Personal and Social Adjustment
2. Health Habits
3. Physical Development
4. Safety
5. Oral Language Arts Skills
6. Written Language Arts Skills
7. Number Concepts
8. Elementary Science

## PERSONAL AND SOCIAL ADJUSTMENT

| YOUNG ELEMENTARY<br>CA 6-10 MA 4 to 6/7 years<br>Grades: K-3 | INTERMEDIATE ELEMENTARY<br>CA 10-13 MA 6 to 10/11 years<br>Grades: 4-6 | CA 13-[illegible] |
|---|---|---|
| GOALS | GOALS | GOALS |
| ...develop self confidence | ...continue to develop the self-image | ...develop abiliti needs |
| ...improve effectiveness in group interaction in work and play | ...actively participate in group activities | ...develop |
| ...experience success in social situations | ...ready for more advanced social and academic experiences | ...gain re teacher adults |
| ...expand activities and interests | ...continue good personal grooming habits | ...recogni limitat situati |
| ...begin to develop appropriate self-images | ...learning and using good manners | ...exposur forms o |
| ...identify with the group | ...improvement in personal appearance | ...develop behavio |
| ...effective self-expression | ...selection of appropriate dress for various occasions | ...learn a others: etc. |
| ...acquire appropriate attitudes and habits that will result in personal and social adjustment and competencies | ...accept and use constructive criticism | ...improve |
| ...know the roles of the family members | ...importance of following a task through | ...learn t practic |
| ...manners as a contribution to society | ...understand the various roles of family members | ...partici activit |
| ...care of self as a contribution to society | ...consistency in following the established rules and regulations | ...continu |
| | ...appropriate behavior for the separate sexes in social situation | ...continu and dan |
| | ...develop basic appreciations and abilities in music, rhythm, singing and dancing | |
| | ...participate in simple social and competitive games (as a member of a team and as a spectator) | |

| ...Y<br>...5/7 years | INTERMEDIATE ELEMENTARY<br>CA 10-13 MA 6 to 10/11 years<br>Grades: 4-6 | JUNIOR HIGH<br>CA 13-15 MA 7 and above<br>Grades: 7-8 |
|---|---|---|
| ...<br>...n group<br>... play<br>...ocial<br>...nterests<br>...riate<br>...<br>...ion<br>...titudes<br>...esult in<br>...justment<br>...family<br>...ion to<br>...ribution | GOALS<br>...continue to develop the self-image<br>...actively participate in group activities<br>...ready for more advanced social and academic experiences<br>...continue good personal grooming habits<br>...learning and using good manners<br>...improvement in personal appearance<br>...selection of appropriate dress for various occasions<br>...accept and use constructive criticism<br>...importance of following a task through<br>...understand the various roles of family members<br>...consistency in following the established rules and regulations<br>...appropriate behavior for the separate sexes in social situation<br>...develop basic appreciations and abilities in music, rhythm, singing and dancing<br>...participate in simple social and competitive games (as a member of a team and as a spectator) | GOALS<br>...development of the pupil's abilities to meet their personal needs<br>...develop and improve social skills<br>...gain recognition from their peers, teachers and other significant adults<br>...recognize own abilities and limitations in handling social situations<br>...exposure and practice in many forms of social experience<br>...develop acceptable attitudes and behavior toward the opposite sex<br>...learn appropriate attitudes toward others: cooperation, courtesy, etc.<br>...improve social arts<br>...learn to take responsibilities and practice self-direction<br>...participation in extra-curricular activities<br>...continue to develop team skills<br>...continue to develop music, rhythm and dancing |

| YOUNG ELEMENTARY | INTERMEDIATE ELEMENTARY | |
|---|---|---|
| THINGS TO DO:<br>Daily practice in self-help activities that can be carried on at school<br><br>Sharing time at easel painting, play house, etc.<br><br>Collect pictures illustrating duties in the room<br><br>Make chart of rules children have developed in the classroom<br><br>List daily activities and child's name<br><br>Introduce news-sharing period<br><br>Make decorations for lunchroom for a holiday or special occasion<br><br>Make decorations for hall bulletin board<br><br>Make gift for homebound classmate<br><br>Make decorations for hospital trays for holidays<br><br>Draw pictures depicting room, school, or playground rules<br><br>Make a family book - draw family pictures<br><br>Assume duties in the room such as feeding animals, housekeeping, distributing supplies, etc. | THINGS TO DO:<br>Dramatize do's and dont's in manners<br><br>Read cooperative stories and experience charts relating the role of sharing to work and play activities out of school and in school<br><br>Work in pairs to construct games which involve taking turns and sharing of equipment (ring toss, bean bags)<br><br>Special services jobs around the school such as passing milk, distributing AV aids, delivering messages<br><br>Serve as a hall monitor<br><br>Dramatize responsible and irresponsible acts in different situations<br><br>Bake cookies for school bake sale<br><br>Decorate booth for school carnival<br><br>Display pictures showing responsible and irresponsible behavior<br><br>Make projects relative to holidays<br><br>Actual sewing and mending projects<br><br>Cooking, baking and sewing for holidays and other special occasions<br><br>Practice table settings | THINGS TO<br>Role playi<br>poor manne<br>with perso<br>employer,<br><br>Class disc<br>experience<br><br>Class disc<br>member of<br>YWCA)<br><br>Describe c<br>good leade<br>in differe<br><br>Make decor<br>for school<br><br>Make a pro<br>donate to<br>school<br><br>Work in ca<br><br>Make chart<br>list price<br><br>Study loca<br>competenci<br><br>Participat<br>projects a<br><br>Take part<br>assume rea<br><br>Dramatize |

PERSONAL AND SOCIAL ADJUSTMENT (continued)

| | INTERMEDIATE ELEMENTARY | JUNIOR HIGH |
|---|---|---|
| activities<br>chool<br>ing, play<br>ng duties in<br>n have<br>nild's<br>od<br>oom for a<br>ulletin board<br>ssmate<br>al trays for<br>n, school, or<br>amily pictures<br>uch as feeding<br>ributing | THINGS TO DO:<br>Dramatize do's and dont's in manners<br><br>Read cooperative stories and experience charts relating the role of sharing to work and play activities out of school and in school<br><br>Work in pairs to construct games which involve taking turns and sharing of equipment (ring toss, bean bags)<br><br>Special services jobs around the school such as passing milk, distributing AV aids, delivering messages<br><br>Serve as a hall monitor<br><br>Dramatize responsible and irresponsible acts in different situations<br><br>Bake cookies for school bake sale<br><br>Decorate booth for school carnival<br><br>Display pictures showing responsible and irresponsible behavior<br><br>Make projects relative to holidays<br><br>Actual sewing and mending projects<br><br>Cooking, baking and sewing for holidays and other special occasions<br><br>Practice table settings | THINGS TO DO:<br>Role playing - illustrate good and poor manners in different situations with persons in different roles (an employer, older person, a peer)<br><br>Class discussion of rules of courtesy experienced in other parts of school<br><br>Class discussion of experiences as a member of a group (Scouts, YMCA, YWCA)<br><br>Describe desirable characteristics of good leadership and good followship in different types of groups<br><br>Make decorations, costumes or posters for school function<br><br>Make a project (cake, book ends) and donate to money making project for school<br><br>Work in cafeteria<br><br>Make charts of foods in cafeteria and list prices<br><br>Study local job possibilities - list competencies needed<br><br>Participate in community sharing projects and community groups<br><br>Take part in student council and assume real duties<br><br>Dramatize manners at party |

PERSONAL AND SOCIAL ADJUSTMENT (continued)

| YOUNG ELEMENTARY | INTERMEDIATE ELEMENTARY | |
|---|---|---|
| THINGS TO DO:<br>Participate in room and school safety programs<br><br>Study of community helpers (posters, charts, stories)<br><br>Music and rhythms as related to project<br><br>Construction projects - learn to clean up a mess<br><br>Art activities as related to projects<br><br>Field trips and have community helpers visit school<br><br>Making murals and sharing equipment<br><br>Simple gardening project and share equipment | THINGS TO DO:<br>Observe correct table manners in cafeteria<br><br>Make cooking and serving aprons<br><br>Read recipes and plan meals (some be guests and some serve)<br><br>Make charts and booklets on manners<br><br>Making of things in the classroom that can beautify the home<br><br>Make a list of housekeeping duties each can share in the home<br><br>Share in school-care and clean-up periods<br><br>Actual situations in school in which guests are entertained<br><br>Exploit all class situations which might stimulate the home<br><br>Learn to keep desk clean at school | THINGS<br>Utilize group a pation activit<br><br>Actual in whic<br><br>Prepare<br><br>Make cl<br><br>Provide experie<br><br>Practic<br><br>Practic dancing<br><br>Learn s<br><br>Learn p |

PERSONAL AND SOCIAL ADJUSTMENT (continued)

| Y | INTERMEDIATE ELEMENTARY | JUNIOR HIGH |
|---|---|---|
| hool<br><br>(posters,<br><br>d to project<br><br>arn to<br><br>to projects<br><br>nity<br><br>equipment<br><br>nd share | THINGS TO DO:<br>Observe correct table manners in cafeteria<br><br>Make cooking and serving aprons<br><br>Read recipes and plan meals (some be guests and some serve)<br><br>Make charts and booklets on manners<br><br>Making of things in the classroom that can beautify the home<br><br>Make a list of housekeeping duties each can share in the home<br><br>Share in school-care and clean-up periods<br><br>Actual situations in school in which guests are entertained<br><br>Exploit all class situations which might stimulate the home<br><br>Learn to keep desk clean at school | THINGS TO DO:<br>Utilize all opportunities for group and committee participation in carrying out class activities and projects<br><br>Actual situations in school in which guests are entertained<br><br>Prepare and serve meals<br><br>Make clothing budgets<br><br>Provide actual shopping experience (field trips)<br><br>Practice square dancing<br><br>Practice socially acceptable dancing<br><br>Learn school songs<br><br>Learn popular songs |

| YOUNG ELEMENTARY<br>CA 6-10 MA 4 to 6/7 years<br>Grades: K-3 | INTERMEDIATE ELEMENTARY<br>CA 10-13 MA 6 to 10/11 years<br>Grades: 4-6 | CA 1 |
|---|---|---|
| GOALS<br>...acquire the self-help skills<br><br>...acquire habits of personal cleanliness<br><br>...acquire habits of neatness<br><br>...acquire good health habits<br><br>...begin to learn about basic body functions<br><br>...know about proper clothing<br><br>...understand that the doctor, dentist, nurse help us keep well | GOALS<br>...improve personal cleanliness habits<br><br>...understand what eating good food and getting enough rest does for the body<br><br>...proper selection and use of protective clothing<br><br>...understand the roles of the members of the medical team<br><br>...understand simple first aid procedures<br><br>...know how to recognize signs of illness<br><br>...understand the effects of drugs, alcohol and tobacco on the body | GOALS<br>...devel habit<br><br>...under of pu<br><br>...restr habit exerc<br><br>...re-fo hygie<br><br>...learn medic<br><br>...expan sympt need<br><br>...furth measu<br><br>...learn<br><br>...learn body<br><br>...conti drugs the b |

| Y<br>/7 years | INTERMEDIATE ELEMENTARY<br>CA 10-13 MA 6 to 10/11 years<br>Grades: 4-6 | JUNIOR HIGH<br>CA 13-15 MA 7 and above<br>Grades: 7-8 |
|---|---|---|
| kills<br>onal<br>ness<br>oits<br>asic<br>ning<br>ctor,<br>keep | GOALS<br>...improve personal cleanliness habits<br>...understand what eating good food and getting enough rest does for the body<br>...proper selection and use of protective clothing<br>...understand the roles of the members of the medical team<br>...understand simple first aid procedures<br>...know how to recognize signs of illness<br>...understand the effects of drugs, alcohol and tobacco on the body | GOALS<br>...develop good personal health habits<br>...understand the growth period of puberty<br>...restress the basic health habits of diet, rest and exercise<br>...re-form habits of personal hygiene<br>...learn practical roles of the medical staff<br>...expand knowledge of simple symptoms that indicate a need for medical attention<br>...further develop emergency measures<br>...learn simple first-aid rules<br>...learn more detail about basic body functions<br>...continue study of effects of drugs, alcohol, tobacco on the body |

## YOUNG ELEMENTARY

THINGS TO DO:

Manipulation of buttons, zippers, belts, shoelaces, etc.

Check and chart cleanliness of hands, face, fingernails, etc.

Demonstrate care of teeth

Have daily period for personal care routine which can be carried out at school

Make large thermometer (using ribbon for mercury) for children to manipulate.

Make a group chart showing monthly growth of each child

Use good lighting, ventilation and heating in room

Share and tell about recent trip to doctor or dentist

Have school nurse visit

Use stories to stimulate interest in health

Sing songs about health

Survey health and health habits of children

Collect, display and label equipment used in cleanliness and grooming





## INTERMEDIATE ELEMENTARY

THINGS TO DO:

Use visual aids in teaching health habits (charts, movies, posters, etc.)

Daily check for cleanliness

Talk about health problems which the children meet in their daily life, at home, at school and in the community

Keep daily health records (charts, notebooks, etc.)

Evaluate growth in health practices with children as to habits of work, play, self-care, manners, etc.

Plan well balanced meal--help prepare

Make scrapbooks, booklets on food, first-aid, etc.

Make toothbrush rack for class

Have exhibit of articles needed in keeping a person clean and neat

Collect and display educational medical literature and posters regarding preventative measures against diseases, i.e., polio shots, smallpox vaccinations

Make poster for "Clean-Up Week"

## THINGS

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HEALTH HABITS (continued)

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| , zippers,<br><br>ness of<br>s, etc.<br><br>th<br><br>ersonal<br>be carried<br><br>(using<br>children<br><br>ing monthly<br><br>iatio and<br><br>cent trip<br><br><br>e interest<br><br><br>habits<br><br>el equipment<br>grooming | THINGS TO DO:<br>Use visual aids in teaching health habits (charts, movies, posters, etc.)<br><br>Daily check for cleanliness<br><br>Talk about health problems which the children meet in their daily life, at home, at school and in the community<br><br>Keep daily health records (charts, notebooks, etc.)<br><br>Evaluate growth in health practices with children as to habits of work, play, self-care, manners, etc.<br><br>Plan well balanced meal--help prepare<br><br>Make scrapbooks, booklets on food, first-aid, etc.<br><br>Make toothbrush rack for class<br><br>Have exhibit of articles needed in keeping a person clean and neat<br><br>Collect and display educational medical literature and posters regarding preventative measures against diseases, i.e., polio shots, smallpox vaccinations<br><br>Make poster for "Clean-Up Week" | THINGS TO DO:<br>Use community resource people<br><br>Discuss actual life situations<br><br>Keep individual record of daily diet for a week<br><br>Plan, prepare, and serve a well-balanced meal<br><br>Develop a list of well-balanced menus for a family<br><br>Make charts and posters on grooming<br><br>Prepare a good grooming kit (girls)<br><br>Boys and girls prepare a manicure kit<br><br>Demonstrate proper way of shampooing hair (girls)<br><br>Plan a kit of basic first-aid needs<br><br>Equip a shoe shine kit (make it, too)<br><br>Use map - locate health services available in local community<br><br>Can fruit and vegetables<br><br>Make preserves and jellies |

| YOUNG ELEMENTARY | INTERMEDIATE ELEMENTARY | |
|---|---|---|
| THINGS TO DO:<br>Make place mats for lunch program<br><br>Make and serve a salad or a fruit desert<br><br>Scrapbook of pictures of activities (cleanliness, etc.) child can do well those which require practice | THINGS TO DO:<br>Make scrapbook or gifts for a long term-patient in hospital<br><br>Scrapbook or bulletin board display of pictures of the various health services and helpers in the local community | THINGS<br>Make he<br><br>Make a<br>of simp<br><br>Noteboo<br>bed a |

| ...RY | INTERMEDIATE ELEMENTARY | JUNIOR HIGH |
|---|---|---|
| ...program<br>...a fruit<br>...activities<br>...can do well<br>...ice | THINGS TO DO:<br>Make scrapbook or gifts for a long term-patient in hospital<br><br>Scrapbook or bulletin board display of pictures of the various health services and helpers in the local community | THINGS TO DO:<br>Make health charts and posters<br><br>Make a project out of the study of simple home repairs<br><br>Notebook on proper care of kitchen bed and bedding, etc. |

# PHYSICAL DEVELOPMENT

## YOUNG ELEMENTARY
CA 6-10 MA 4 to 6/7 years
Grades: K-3

GOALS

...know good habits of physical fitness

...use a balanced program of physical exercise

...promote large muscle development

...promote general coordination

...play games for enjoyment

...identify poor posture

THINGS TO DO:

Do rhythmic activities imitating movements of cars, planes, boats and trains

Play games which involve taking turns and choosing partners

Responding to music through activities such as running, marching, skipping

Play group games wherein instructions and commands are basic to the game, i.e., Giant Steps, Red Light, etc.

Games and exercises which encourage correct posture

## INTERMEDIATE ELEMENTARY
CA 10-13 MA 6 to 10/11 years
Grades: 4-6

GOALS

...use developmental exercises of all types

...further develop both large and small muscles

...develop individual skills

...participate as members of a team

...play games for enjoyment, leisure time and recreational activities

...correction of postural defects

THINGS TO DO:

Folk dances related to holidays

Corrective exercises for posture

Responding to music, i.e., skip, march, polka

Learn simple square dance calls

Learn simple folk dances

Learn group games that can be played at home

Play team games where players take turns and share equipment

## CA 1

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PHYSICAL DEVELOPMENT

| ARY<br>6/7 years<br>3 | INTERMEDIATE ELEMENTARY<br>CA 10-13 MA 6 to 10/11 years<br>Grades: 4-6 | JUNIOR HIGH<br>CA 13-15 MA 7 and above<br>Grades: 7-8 |
|---|---|---|
| hysical<br><br>m of<br><br>development<br><br>ination<br><br>ent | GOALS<br>...use developmental exercises of all types<br><br>...further develop both large and small muscles<br><br>...develop individual skills<br><br>...participate as members of a team<br><br>...play games for enjoyment, leisure time and recreational activities<br><br>...correction of postural defects | GOALS<br>...play in group or teams<br><br>...play individually<br><br>...use developmental physical evercises that reflect the changing physiology of the pupil<br><br>...improve coordination<br><br>...attainment of good posture |
| mitating move-<br>oats and trains<br><br>taking turns<br><br>ugh activities<br>, skipping<br><br>instructions<br>o the game,<br>ight, etc.<br><br>n encourage | THINGS TO DO:<br>Folk dances related to holidays<br><br>Corrective exercises for posture<br><br>Responding to music, i.e., skip, march, polka<br><br>Learn simple square dance calls<br><br>Learn simple folk dances<br><br>Learn group games that can be played at home<br><br>Play team games where players take turns and share equipment | THINGS TO DO:<br>Learn leisure time sports and activities where sharing is important<br><br>Group games and activities emphasizing team work<br><br>Folk dances relative to holiday celebrations<br><br>Learn posture exercises<br><br>Learn relaxation exercises<br><br>Dancing<br><br>Calisthenics |

| YOUNG ELEMENTARY | INTERMEDIATE ELEMENTARY | |
|---|---|---|
| THINGS TO DO:<br>Games suitable for play in neighborhood after school<br><br>Learn elementary rules of team games<br><br>Practice skills used in work and play, i.e., carrying, hanging, climbing, etc.<br><br>Singing games<br><br>"Rainy Day" activities (quiet games) | THINGS TO DO:<br>Learn games requiring organization and explanation<br><br>Learn games involving directions (NSEW)<br><br>Quiet games for children of limited physical ability<br><br>Tumbling and stunts<br><br>Rope climbing and skipping<br><br>Bowling<br><br>Swimming<br><br>Balancing board<br><br>Baseball<br><br>Relays<br><br>Tag | THINGS<br>Gymnast<br><br>Basketb<br><br>Footbal<br><br>Baseba<br><br>Bowlin<br><br>Swimmi<br><br>Archery<br><br>Golf |

PHYSICAL DEVELOPMENT (continued)

| ARY | INTERMEDIATE ELEMENTARY | JUNIOR HIGH |
|---|---|---|
| n neighbor- | THINGS TO DO: | THINGS TO DO: |
| team games | Learn games requiring organization and explanation | Gymnastics and tumbling |
| ork and play, climbing, etc. | Learn games involving directions (NSEW) | Basketball |
| uiet games) | Quiet games for children of limited physical ability | Football |
| | Tumbling and stunts | Baseball |
| | Rope climbing and skipping | Bowlin |
| | Bowling | Swimming |
| | Swimming | Archery |
| | Balancing board | Golf |
| | Baseball | |
| | Relays | |
| | Tag | |

## YOUNG ELEMENTARY
CA 6-10 MA 4 to 6/7 years
Grades: K-3

GOALS

...practice safety rules in classroom

...practice safety rules in playground

...practice safety rules in traveling to and from school

...practice safety rules at home

...practice safety rules in public places

...recognize signs of danger

...use a "safety vocabulary"

THINGS TO DO:

Talk about safety measures at home, school, etc.

Act out simple safety rules

Have a practice fire drill

Show children first-aid kit used at schools

Model fire fighters and/or fire equipment from clay

## INTERMEDIATE ELEMENTARY
CA 10-13 MA 6 to 10/11 years
Grades: 4-6

GOALS

...exercise safety procedures at home

...exercise safety procedures in the classroom

...exercise safety procedures on the playground

...exercise safety procedures in the larger community

...recognize danger areas

...cope with potential dangers

...recognize and use good safety vocabulary

...know what to do in case of an accident

THINGS TO DO:

Field trips to fire station, police station, etc.

Have fireman, policeman, etc, visit school

Dramatize what to do in fire drill and other disaster drills

Make up list of "safety and protection" words

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| ARY<br>6/7 years<br>3 | INTERMEDIATE ELEMENTARY<br>CA 10-13 MA 6 to 10/11 years<br>Grades: 4-6 | JUNIOR HIGH<br>CA 13-15 MA 7 and above<br>Grades: 7-8 |
|---|---|---|
| in classroom<br>in playground<br>in traveling<br><br>at home<br>in public<br><br>nger<br>ary" | GOALS<br>...exercise safety procedures at home<br>...exercise safety procedures in the classroom<br>...exercise safety procedures on the playground<br>...exercise safety procedures in the larger community<br>...recognize danger areas<br>...cope with potential dangers<br>...recognize and use good safety vocabulary<br>...know what to do in case of an accident | GOALS<br>...recognize and correct dangerous situations<br>...prevent accidents in the home, school and community<br>...utilize community services and personnel concerned with safety<br>...recognize general health hazards<br>...utilize fire prevention practices<br>...recognize good driver and pedestrian safety practices |
| es at home,<br>les<br>11<br>kit used at<br>or fire equip- | THINGS TO DO:<br>Field trips to fire station, police station, etc.<br>Have fireman, policeman, etc, visit school<br>Dramatize what to do in fire drill and other disaster drills<br>Make up list of "safety and protection" words | THINGS TO DO:<br>Make chart illustrating fire and accident hazards<br>Keep a safety rules notebook<br>Make scrapbook of cars showing safety measures<br>Report on safety current events in newspapers |

| YOUNG ELEMENTARY | INTERMEDIATE ELEMENTARY | |
|---|---|---|
| THINGS TO DO: | THINGS TO DO: | THINGS T |
| Use posters and pictures to develop interest in safety at home and school | Practice emergency procedures | Plan saf |
| Use community resources (field trips to fire dept., etc.) | Sponsor safety patrol and clubs | Make fir |
| Inspect classroom, playground and home for hazards | Have safety patrol report | Make fir slogans |
| Read stories, poems, choral readings about safety | Demonstrate safety rules on school playground equipment | Dramatiz |
| Stimulate interest by dramatizing accidents | Demonstrate and have children practice the correct use of tools | Discuss for clas and play |
| Demonstrate and practice the correct way of carrying chairs, scissors, etc. | Construct safety signs | Construc the vari signs dr |
| Act out simple safety rules | Draw posters for "Fire-Prevention Week" | Do indiv on home |
| Study traffic signs in neighborhood | Have students report on an accident | Have deb rules |
| Study labels off of bottles | Display of pictures illustrating safety practices | |
| Make safety signs | Show movies, filmstrips on safety | |
| Sing safety songs | | |

SAFETY (continued)

| ARY | INTERMEDIATE ELEMENTARY | JUNIOR HIGH |
|---|---|---|
| to develop<br>me and school<br>(field trips to<br>round and<br>ral readings<br>amatizing<br>the correct<br>scissors, etc.<br>les<br>eighborhood<br>les | THINGS TO DO:<br>Practice emergency procedures<br>Sponsor safety patrol and clubs<br>Have safety patrol report<br>Demonstrate safety rules on school playground equipment<br>Demonstrate and have children practice the correct use of tools<br>Construct safety signs<br>Draw posters for "Fire-Prevention Week"<br>Have students report on an accident<br>Display of pictures illustrating safety practices<br>Show movies, filmstrips on safety | THINGS TO DO:<br>Plan safety bulletin board<br>Make fire prevention posters<br>Make fire prevention and safety slogans<br>Dramatize first aid procedures<br>Discuss safety precautions used for classroom, shops, corridors and playgrounds<br>Construct relief map illustrating the various road conditions and signs drivers meet<br>Do individual and group reports on home accidents<br>Have debate on controversial school rules |

## ORAL LANGUAGE ARTS SKILL (Listening and Speaking

### YOUNG ELEMENTARY
CA 6-10 MA 4 to 6/7 years
Grades: K-3

GOALS

...hear words - auditory perception

...hear sounds - auditory discrimination

...say words

...converse in sentences

...converse with peers and others

...listen for directions

...listen for general information

...listen for enjoyment

...build vocabulary

THINGS TO DO:

Play recordings of familiar sounds

Read story featuring familiar sounds

Make sounds with bell, blocks whistle, etc.

Learn poem or song relevant to classroom activities

Dramatize - "Three Little Pigs", etc.

Children retell stories in their own words

### INTERMEDIATE ELEMENTARY
CA 10-13 MA 6 to 10/11 years
Grades: 4-6

GOALS

...expand vocabulary building

...improve basic communication

...improve conversational ability

...translate vocabulary into use

...formulate good questions

...request information

...listen for meaning

...follow instructions

...use telephone graciously and correctly

THINGS TO DO:

Use all conversational activities:
- Sharing experiences
- Telling stories based on music or pictures
- Dramatic play
- Greetings in actual social situations
- Discuss school rules, safety, etc.

Participation in class meetings, school meetings

Oral reports on units, trips, book reports

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ORAL LANGUAGE ARTS SKILL (Listening and Speaking

| RY<br>6/7 years | INTERMEDIATE ELEMENTARY<br>CA 10-13 MA 6 to 10/11 years<br>Grades: 4-6 | JUNIOR HIGH<br>CA 13-15 MA 7 and above<br>Grades: 7-8 |
|---|---|---|
| erception | GOALS<br>...expand vocabulary building | GOALS<br>...develop finer awareness of sound of letters, combinations of letters and meanings of word |
| discrimination | ...improve basic communication | ...stress complete word endings and sentences |
| | ...improve conversational ability | ...listen to oral instruction |
| others | ...translate vocabulary into use | ...give oral instruction |
| | ...formulate good questions | ...develop good listening habits |
| rmation | ...request information | ...expand informal communication vocabulary |
| | ...listen for meaning | ...express feelings |
| | ...follow instructions | ...use telephone properly |
| | ...use telephone graciously and correctly | |
| r sounds | THINGS TO DO:<br>Use <u>all</u> conversational activities<br>Sharing experiences<br>Telling stories based on music or pictures<br>Dramatic play<br>Greetings in actual social situations<br>Discuss school rules, safety, etc. | THINGS TO DO:<br>Plan a class T.V. program relative to current events or school activities |
| iar sounds | | Project: construct telephone directory of friends, relatives, community services |
| cks | | Make tape recordings of short talk and evaluate |
| t to | Participation in class meetings, school meetings | Listen for style in familiar poem and jingle |
| Pigs", etc. | Oral reports on units, trips, book reports | |
| their own | | |

| YOUNG ELEMENTARY | INTERMEDIATE ELEMENTARY | |
|---|---|---|
| THINGS TO DO:<br>Film strip of simple stories<br><br>Dramatization: following directions given by gestures or signs<br><br>Have child introduce sharing period in AM<br><br>Play a game that requires an oral response (Animal or Farm Lotto)<br><br>Discussions of school rules, citizenship, school personnel, etc.<br><br>Dramatize nursery stories with puppets - do room programs<br><br>Make experience charts<br><br>Have children relate experiences<br><br>Use simple poems and choral speaking<br><br>Worksheets and charts stressing beginning sounds with pictures | THINGS TO DO:<br>Deliver messages<br><br>Make announcements<br><br>Make introductions<br><br>Develop a class play<br><br>Develop a class T.V. Show<br><br>Learn short poem relevant to class project<br><br>Listen for stories contained in music<br><br>After field trip, dramatize the observations<br><br>Show filmstrips, movies and have discussion period follow | THINGS<br>Make a favori<br><br>Take pa assembl affairs<br><br>Dramat<br><br>Report<br><br>Practi<br><br>Evalua activi<br><br>Read o<br><br>Give d to fol<br><br>Demons teleph |

ORAL LANGUAGE ARTS SKILLS (Listening and Speaking) (continued)

| RY | INTERMEDIATE ELEMENTARY | JUNIOR HIGH |
|---|---|---|
| ries<br>g directions<br>ns<br>ring period<br>s an oral<br>Lotto)<br>les,<br>onnel, etc.<br>s with<br>ns<br>eriences<br>al speaking<br>ressing<br>ctures | THINGS TO DO:<br>Deliver messages<br>Make announcements<br>Make introductions<br>Develop a class play<br>Develop a class T.V. Show<br>Learn short poem relevant to class project<br>Listen for stories contained in music<br>After field trip, dramatize the observations<br>Show filmstrips, movies and have discussion period follow | THINGS TO DO:<br>Make a bulletin board display of favorite television personalities<br>Take part in student government, assemblies, clubs, student body affairs<br>Dramatize interview<br>Report on actual interview<br>Practice making introductions<br>Evaluate classroom and school activities<br>Read orally - choral speaking<br>Give directions for the class to follow<br>Demonstrate how to use the telephone properly |

## YOUNG ELEMENTARY
CA 5-10 MA 4 to 6/7 years
Grades: K-3

GOALS

...develop reading readiness skills

...develop visual discrimination

...differentiate shapes, sizes and colors

...associate shapes, sizes, colors with objects

...associate objects and ideas with pictures and printed words

...develop left to right eye movement

...develop top to bottom eye movement

...group pictures and printed words to express more than one idea

...reproduce shapes and forms with crayon on large pencil

## INTERMEDIATE ELEMENTARY
CA 10-13 MA 6 to 10/11 years
Grades: 4-6

GOALS

...recognize printed word in association with pictures and the orally expressed word

...recognize printed word by association only with the spoken word

...use the sounds of letters

...use the sounds of words

...use words in sentences to formulate ideas

...recognize ideas associated with pictures plus oral expression

...reproduce words and letters in written form

...master basic reading skills

...extend developmental reading program

...develop basic grammar

...develop simple punctuation

...read simple instructions

...expand written vocabulary

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WRITTEN LANGUAGE/ARTS SKILLS (Reading and Writing)

| RY<br>6/7 years | INTERMEDIATE ELEMENTARY<br>CA 10-13 MA 6 to 10/11 years<br>Grades: 4-6 | JUNIOR HIGH<br>CA 13-15 MA 7 and above<br>Grades: 7-8 |
|---|---|---|
| ness skills<br>mination<br>sizes and<br>es, colors<br>ideas with words<br>eye move-<br>eye move-<br>inted words one idea<br>forms with 1 | GOALS<br>...recognize printed word in association with pictures and the orally expressed word<br>...recognize printed word by association only with the spoken word<br>...use the sounds of letters<br>...use the sounds of words<br>...use words in sentences to formulate ideas<br>...recognize ideas associated with pictures plus oral expression<br>...reproduce words and letters in written form<br>...master basic reading skills<br>...extend developmental reading program<br>...develop basic grammar<br>...develop simple punctuation<br>...read simple instructions<br>...expand written vocabulary | GOALS<br>...expand and enrich functional reading<br>...read for protection<br>...read for instructions<br>...read for general information<br>...use legible cursive writing<br>...stress independent words and comprehension<br>...increase proficiency in gramma and spelling<br>...write descriptions, letters and summaries<br>...understanding at the individual's own reading level<br>...use the newspaper<br>...increase enjoyment in reading |

## YOUNG ELEMENTARY

THINGS TO DO:

Match colors, shapes, forms, pictures, etc.

Sort colors, shapes, forms, pictures, etc.

Listening to stories, songs, rhymes, etc.

Use of games, puzzles, group activities to develop individual skills and group sharing

Print name on personal belongings

Seatwork with simple words

Write about things the children do and see

Read to class and show pictures

Share and tell time

Display colorful books

Visit the library

Tell of personal experiences common to the group

Tell of personal experiences outside of the group

Place interesting charts in the room

Write a thank-you note which children help to formulate





## INTERMEDIATE ELEMENTARY

THINGS TO DO:

Seatwork with letters and numbers

Arrange display with objects labeled

Make charts and chart stories

Have children write stories

Refer to word structure

Play games - group word teaching

Make alphabet cards

Write age, birthday, address, etc.

Label objects in the room

Write own names

Write simple invitations

Write "Thank You" notes

Make party menus

Write experiences

Copy sentences

Copy recipes to take home

Do a bulletin board display of class work

| ARY | INTERMEDIATE ELEMENTARY | JUNIOR HIGH |
|---|---|---|
| rms,<br>ms,<br>ngs,<br>roup<br>dividual<br>elongings<br>ds<br>hildren<br>ictures<br>nces<br>nces<br>in<br>hich<br>te | THINGS TO DO:<br>Seatwork with letters and numbers<br>Arrange display with objects labeled<br>Make charts and chart stories<br>Have children write stories<br>Refer to word structure<br>Play games - group word teaching<br>Make alphabet cards<br>Write age, birthday, address, etc.<br>Label objects in the room<br>Write own names<br>Write simple invitations<br>Write "Thank You" notes<br>Make party menus<br>Write experiences<br>Copy sentences<br>Copy recipes to take home<br>Do a bulletin board display of class work | THINGS TO DO:<br>Use dictionaries, various directories, reference books<br>Use newspapers, weekly readers and recipe books<br>Develop class spelling lists of words that have interest and meaning (basic service words, job applications, community words)<br>Make booklets and word files<br>Write stories<br>Practice in simple social correspondence<br>Practice in business letters and forms (applications, mail orders, money orders, etc.)<br>Write short talk for taping<br>Write out the directions for a class project (or individual project)<br>Fill out simple application form<br>Develop simple sentences and paragraphs relative to the units being studied |

| YOUNG ELEMENTARY | INTERMEDIATE ELEMENTARY | |
|---|---|---|
| THINGS TO DO:<br>Have each child sign name<br><br>Write daily news to be copied by some and traced by others | THINGS TO DO:<br>Select and write reports in periodicals, i.e., Weekly Reader<br><br>Discuss specimens of varying types of simple written messages | |

| Y | INTERMEDIATE ELEMENTARY | JUNIOR HIGH |
|---|---|---|
| e<br>opied<br>hers | THINGS TO DO:<br>Select and write reports in periodicals, i.e., Weekly Reader<br><br>Discuss specimens of varying types of simple written messages | |

## YOUNG ELEMENTARY
CA 6-10 MA 4 to 6/7 years
Grades: K-3

GOALS

...promote readiness in use of number concepts

...learn words that express quantitative relationships and simple measurement

...develop specific skills in dealing with an actual number

...count by one's - group by two's and five's

...putting together" and "taking away" process by using simple objects

...group objects according to similarity or dissimilarity

...recognize and reproduce the numbers in written form

THINGS TO DO:

Take advantage of situations arising in normal activities of play, storytelling and looking at pictures

Compare sizes of things in classroom

Count things in classroom

Match objects according to size and shape

## INTERMEDIATE ELEMENTARY
CA 10-13 MA 6 to 10/11 years
Grades: 4-6

GOALS

...learn general quantitative vocabulary

...learn general arithmetic terms

...count one to ten and upward as far as practical - group by two's, five's, ten's

...basic procedure in adding, subtracting, simple multiplication and simple division

...use of number concept skills in practical everyday experiences involving time, money, measurement, crafts and basic mechanics

THINGS TO DO:

Buying groceries for homemaking

Paying for transportation on a trip

Buying stamps for letters

Marking prices on cans and other articles in a unit of work, such as a "candy store" unit

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NUMBER CONCEPTS

| RY<br>6/7 years | INTERMEDIATE ELEMENTARY<br>CA 10-13 MA 6 to 10/11 years<br>Grades: 4-6 | JUNIOR HIGH<br>CA 13-15 MA 7 and above<br>Grades: 7-8 |
|---|---|---|
| use of<br><br>ess quantitative<br>ple measurement<br><br>s in dealing<br><br>by two's<br><br>d "taking<br>simple<br><br>ng to<br>larity<br><br>ce the<br>rm | GOALS<br>...learn general quantitative vocabulary<br><br>...learn general arithmetic terms<br><br>...count one to ten and upward as far as practical - group by two's, five's, ten's<br><br>...basic procedure in adding, subtracting, simple multiplication and simple division<br><br>...use of number concept skills in practical everyday experiences involving time, money, measurement, crafts and basic mechanics | GOALS<br>...expand the knowledge, skills and use of the four basic methods of arithmetic<br><br>...measurements of all kinds and relationship of numbers to the various methods of measurement<br><br>...produce and develop elementary fractions<br><br>develop time and distance |
| ions<br>ties<br>d<br><br>in classroom<br><br>o size | THINGS TO DO:<br>Buying groceries for homemaking<br><br>Paying for transportation on a trip<br><br>Buying stamps for letters<br><br>Marking prices on cans and other articles in a unit of work, such as a "candy store" unit | THINGS TO DO:<br>Deposit money in bank<br><br>Use the telephone directory for numbers<br><br>Make up problems from own experiences<br><br>Keeping scores - finding differences |

| YOUNG ELEMENTARY | INTERMEDIATE ELEMENTARY | |
|---|---|---|
| THINGS TO DO:<br>Paying for mid-morning milk<br><br>Pay for cafeteria lunches<br><br>Use toy money or real money in dramatizing story activities<br><br>Use large calendar daily<br><br>Play store<br><br>Observe time for activities such as opening and dismissal of school, time for recess, time for lunch, etc.<br><br>Note occurence of a trip, party or other special day in terms of today, tomorrow and yesterday<br><br>Days of week for duties - numbers of duties to be done<br><br>Day and hour for assembly program<br><br>Identify coins for lunch, milk, etc.<br><br>Time: to watch T.V., to listen to radio, to go to bed, etc.<br><br>Recognize money - sort and identify<br><br>Concept in combining numbers, i.e., one eye and one eye, five fingers and five fingers | THINGS TO DO:<br>Make individual calendars - check them daily<br><br>Read the clock for class time<br><br>Count class voting - most and least<br><br>Compute a simple budget<br><br>Read date of today, tomorrow, special days, etc.<br><br>Learn to use quantitative and qualitative terms to enhance accuracy<br><br>Learn to identify coins and make simple change<br><br>Compute costs of attending activities: movie, zoo, etc.<br><br>Compute cost of school supplies<br><br>Compute cost of school party - divide into equal shares<br><br>Recognize time for favorite TV programs<br><br>Measure distances for games, etc.<br><br>Find pages by number<br><br>Weigh and measure each other - compare them | THINGS TO<br>Measuring<br><br>Measuring<br><br>Practice<br>practice<br>balancing<br><br>Learn me<br><br>Simple s<br><br>Learn le<br>the diff<br><br>Compute<br>(license<br><br>Compute<br>function<br><br>Compute<br>month, e<br><br>Compare<br>occupati<br><br>Figure t<br>as compa<br><br>Cost of<br>differen<br><br>Use the<br>measure<br><br>Compare<br>having i |

NUMBER CONCEPTS (continued)

| RY | INTERMEDIATE ELEMENTARY | JUNIOR HIGH |
|---|---|---|
| lk<br><br>ney<br>vities<br><br><br>es such<br>of school,<br>lunch,<br><br>party<br>erms of<br>rday<br><br>lone<br><br>program<br><br>milk, etc.<br><br>listen to<br>d, etc.<br><br>d identify<br><br>ers, i.e.,<br>fingers | THINGS TO DO:<br>Make individual calendars - check them daily<br><br>Read the clock for class time<br><br>Count class voting - most and least<br><br>Compute a simple budget<br><br>Read date of today, tomorrow, special days, etc.<br><br>Learn to use quantitative and qualitative terms to enhance accuracy<br><br>Learn to identify coins and make simple change<br><br>Compute costs of attending activities: movie, zoo, etc.<br><br>Compute cost of school supplies<br><br>Compute cost of school party - divide into equal shares<br><br>Recognize time for favorite TV programs<br><br>Measure distances for games, etc.<br><br>Find pages by number<br><br>Weigh and measure each other - compare them | THINGS TO DO:<br>Measuring room, desks, doors, etc.<br><br>Measuring craft materials<br><br>Practice in elementary business practice (budgets, receipts, balancing accounts)<br><br>Learn measurements in cooking<br><br>Simple scale drawings<br><br>Learn length of periods, time the different classes begin, etc.<br><br>Compute costs of driving a car (license, upkeep, etc.)<br><br>Compute cost of attending a school function<br><br>Compute cost of lunch (week, month, etc.)<br><br>Compare salaries of various occupations<br><br>Figure the cost of a holiday meal as compared to a regular meal<br><br>Cost of materials to make garment - different garment sizes, etc.<br><br>Use the ruler, yardstick, tape measure<br><br>Compare costs of doing a job or having it done |

## YOUNG ELEMENTARY
CA 6-10 MA 4 to 6/7 years
Grades: K-3

GOALS

...know the basic elements of the world about us

...develop appreciation for the basic elements of the world about us

...observe seasonal changes

...record basic information about the weather

...understand words from nature

...match nature names to printed words

...classify in simple gr ups

THINGS TO DO:

Make an exhibit of vegetables, fruits, etc.

Make an illustrated book of vegetables, etc.

Field trip to market to identify vegetables, etc.

Plant in water to observe growth (carrot tops, yams, etc.)

Take a walk and observe leaves, trees, etc.

## INTERMEDIATE ELEMENTARY
CA 10-13 MA 6 to 10/11 years
Grades: 4-6

GOALS

...build vocabulary about general science

...build vocabulary about our environment

...understand basic information on health and bodily functions

...understand and appreciate man's dependence upon the earth and universe and how they contribute to meet his basic needs

...knowledge of plants and animals such as sources of food, protection, pleasure and enjoyment, economic value and danger

THINGS TO DO:

Observe and study natural phenomena indicative of seasonal change

Germinate seeds and see growth

Show how sunlight, fresh air and water are essential

Learn names of flowers brought to school

Learn songs and poems about animals

Visit a zoo, farm, country area

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| ...RY<br>...6/7 years | INTERMEDIATE ELEMENTARY<br>CA 10-13 MA 6 to 10/11 years<br>Grades: 4-6 | JUNIOR HIGH<br>CA 13-15 MA 7 and above<br>Grades: 7-8 |
|---|---|---|
| ...nts of the<br>...for the<br>...world<br>...ages<br>...tion about<br>...nature<br>...printed<br>...ups | GOALS<br>...build vocabulary about general science<br>...build vocabulary about our environment<br>...understand basic information on health and bodily functions<br>...understand and appreciate man's dependence upon the earth and universe and how they contribute to meet his basic needs<br>...knowledge of plants and animals such as sources of food, protection, pleasure and enjoyment, economic value and danger | GOALS<br>...continue to grow and expand to include more information about earth, sun, moon, weather seasons and the physical laws of science<br>...the body and how and why it works<br>...information and activities about living things - the balance of nature<br>...a knowledge of our heritage of natural resources and conservation<br>...how machines help man |
| ...tables,<br>...t of<br>...identify<br>...ve growth<br>...)<br>...leaves, trees, | THINGS TO DO:<br>Observe and study natural phenomena indicative of seasonal change<br>Germinate seeds and see growth<br>Show how sunlight, fresh air and water are essential<br>Learn names of flowers brought to school<br>Learn songs and poems about animals<br>Visit a zoo, farm, country area | THINGS TO DO:<br>Film on body structure and functic<br>Make health posters, i.e., how lac of rest effects the body<br>Study function and care of skin<br>Study parts of the body and their function in relation to health<br>Illustrated booklets of labor-saving devices |

| YOUNG ELEMENTARY | INTERMEDIATE ELEMENTARY | |
|---|---|---|
| THINGS TO DO:<br>Make a weather calendar<br><br>Make kites, pinwheels to show what the wind does<br><br>Care for classroom pets<br><br>Collect pictures of pets<br><br>Grow plants inside and outside<br><br>Use films and filmstrips on elementary science, the seasons, weather and animals<br><br>Learn songs and poems about animals<br><br>Simple experiment with mice - balanced and unbalanced diets<br><br>Observe aquarium and terrarium<br><br>Collect pictures of baby animals<br><br>Visit a farm or dairy | THINGS TO DO:<br>Illustrate book of pets, zoo animals, poultry, rabbits, insects, etc.<br><br>Model animals from clay<br><br>Observe and take care of aquarium and terrarium<br><br>Make list or chart of new science words<br><br>Chart of current events about the earth, moon, sun, weather, seasons, plants, transportation and basic mechanics<br><br>List, chart or illustrate food obtained from trees, shrubs, vines, etc.<br><br>Collect, study and mount leaves, etc.<br><br>Make crayon leaf prints<br><br>Observe growth and care of young animals<br><br>Experiment - to illustrate effects of adequate and inadequate diet<br><br>Use films and filmstrips on science, the seasons, weather animals, the universe | THINGS<br>Scienti<br>fish,<br><br>Display<br>basic<br><br>Talk by<br><br>Movie<br><br>Basic<br><br>Identi<br>compri<br>(wood<br>clothi<br><br>Constru<br><br>Study<br>their<br>clothi<br><br>Observe<br>paper,<br><br>Chart a<br>related<br>durabi<br><br>Experi<br>clothes<br><br>Test fa<br>shrinka<br><br>Study |

| ...TARY | INTERMEDIATE ELEMENTARY | JUNIOR HIGH |
|---|---|---|
| ...o show<br>...s<br>...outside<br>...s on elementary<br>...eather and<br>...bout animals<br>...mice -<br>...diets<br>...rrarium<br>...animals | THINGS TO DO:<br>Illustrate book of pets, zoo animals, poultry, rabbits, insects, etc.<br><br>Model animals from clay<br><br>Observe and take care of aquarium and terrarium<br><br>Make list or chart of new science words<br><br>Chart of current events about the earth, moon, sun, weather, seasons, plants, transportation and basic mechanics<br><br>List, chart or illustrate food obtained from trees, shrubs, vines, etc.<br><br>Collect, study and mount leaves, etc.<br><br>Make crayon leaf prints<br><br>Observe growth and care of young animals<br><br>Experiment - to illustrate effects of adequate and inadequate diet<br><br>Use films and filmstrips on science, the seasons, weather animals, the universe | THINGS TO DO:<br>Scientific care of plants, animals fish, etc.<br><br>Display, chart, illustrate 7 basic foods<br><br>Talk by school nurse, doctor, etc.<br><br>Movie on good health habits<br><br>Basic food in relation to diet<br><br>Identification of materials comprising articles in the home (wood in furniture, textiles in clothing, etc.)<br><br>Construct simple electrical circui<br><br>Study weather and seasons and their effect on travel (or clothing, etc.)<br><br>Observe weather report from newspaper, T.V., radio<br><br>Chart and identify materials as related to their quality and durability under conditions of use<br><br>Experiment on effect of soil on clothes<br><br>Test fabrics for color fastness, shrinkage, heat of iron, etc.<br><br>Study newest fabric development |

SCIENCE (continued)

| YOUNG ELEMENTARY | INTERMEDIATE ELEMENTARY | |
|---|---|---|
| | | THINGS<br>Study<br><br>Make c<br>poster |

| ARY | INTERMEDIATE ELEMENTARY | JUNIOR HIGH |
|---|---|---|
| | | THINGS TO DO:<br>Study the auto as a machine<br><br>Make conservation, fire preventic posters |

| YOUNG ELEMENTARY<br>CA 6-10 MA 4 to 6/7 years<br>Grades: K-3 | INTERMEDIATE ELEMENTARY<br>CA 10-13 MA 6 to 10/11 years<br>Grades: 4-6 | CA |
|---|---|---|
| | PERSONAL AND SOCIAL ADJUSTMENT | |
| My School | Good Manners | My Pr |
| My Home | Choosing My Clothes | Makin |
| My Family | Community Helpers | Getti |
| Our Community Helpers | Good Grooming | Boy M |
| My Playmates | Recreation at Home | Teena |
| Good Manners at Home | Recreation in the Community | Teena |
| Good Manners in School | Hobbies at Home | Recre |
| Good Manners in the Community | My Job at Home | Dance |
| Daddy Works for Me | How to Work at Home | My Gr |
| Mother Works for Me | A Trip to the Supermarket | Work |
| I am a Family Helper | Our neighborhood | Work |
| I am a School Helper | Planning a Party | My Jo |
| I am a Community Helper | Knowing My Family | Famil |
| Taking Care of Myself | Planning a Play Day | Homem |
| Being a Good Citizen | | Occup |
| | | Commu |
| | | Plann |
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| | | How O |

SUGGESTED TITLES FOR EXPERIENCE UNITS

| RY<br>6/7 years<br>3 | INTERMEDIATE ELEMENTARY<br>CA 10-13 MA 6 to 10/11 years<br>Grades: 4-6 | JUNIOR HIGH<br>CA 13-15 MA 7 and above<br>Grades: 7-8 |
|---|---|---|
| | PERSONAL AND SOCIAL ADJUSTMENT | |
| | Good Manners | My Problems |
| | Choosing My Clothes | Making Friends |
| | Community Helpers | Getting Along with Others |
| | Good Grooming | Boy Meets Girl |
| | Recreation at Home | Teenagers Look at Themselves |
| | Recreation in the Community | Teenagers Look at Work |
| | Hobbies at Home | Recreation Outside School |
| munity | My Job at Home | Dances for Fun |
| | How to Work at Home | My Grooming Problems |
| | A Trip to the Supermarket | Work at School |
| | Our neighborhood | Work at Home |
| | Planning a Party | My Job as a Citizen |
| | Knowing My Family | Family Living |
| | Planning a Play Day | Homemaking |
| | | Occupations - what they demand |
| | | Community Services |
| | | Planning a Dance |
| | | Our Class and School Government |
| | | How Our Government Works |

SUGGESTED TITLES FOR EXPERIENCE UNITS (continued)

| YOUNG ELEMENTARY | INTERMEDIATE ELEMENTARY | |
|---|---|---|
| | **HEALTH HABITS** | |
| The Food We Eat | Good Food for Growing Bodies | Foods |
| My Teeth and Their Care | Community Health Helpers | Plannin |
| How the Doctor Helps Me | Good Grooming | Keeping |
| A Clean Body | First Aid for Minor Injuries | First A |
| Taking Care of Myself | | Effects Tobacc |
| | **PHYSICAL DEVELOPMENT** | |
| Games We Know | How My Body Works | Recreat |
| Exercise is Fun | Team Games We Know | Dancing |
| My Body | Games for Home | Folk D |
| | **SAFETY** | |
| Safety at Home | Safety First and Always | Driver |
| Safety at School | Signs for Directions | Safety |
| Safety Words I Should Know | Signs for Safety | Hazards |
| | **ORAL LANGUAGE ARTS SKILLS** | |
| Sounds I Hear | Being a Good Listener | Vocabul |
| Words I Use | Being a Good Host | Our Own |

SUGGESTED TITLES FOR EXPERIENCE UNITS (continued)

| Y | INTERMEDIATE ELEMENTARY | JUNIOR HIGH |
|---|---|---|
| | **HEALTH HABITS** | |
| | Good Food for Growing Bodies | Foods for Strong Bodies |
| | Community Health Helpers | Planning Healthful Meals |
| | Good Grooming | Keeping Physically Fit |
| | First Aid for Minor Injuries | First Aid |
| | | Effects of Drugs, Alcohol, Tobacco on the Body |
| | **PHYSICAL DEVELOPMENT** | |
| | How My Body Works | Recreational Games |
| | Team Games We Know | Dancing for Fun |
| | Games for Home | Folk Dances Around the World |
| | **SAFETY** | |
| | Safety First and Always | Driver Education |
| | Signs for Directions | Safety First |
| w | Signs for Safety | Hazards at Home |
| | **ORAL LANGUAGE ARTS SKILLS** | |
| 61 | Being a Good Listener | Vocabulary for Teen-Agers |
| | Being a Good Host | Our Own T.V. Program |

SUGGESTED TITLES FOR EXPERIENCE UNITS (continued)

| YOUNG ELEMENTARY | INTERMEDIATE ELEMENTARY | |
|---|---|---|
| | ORAL LANGUAGE ARTS SKILLS (continued) | |
| Listening for Fun | Speaking Before a Group | The Tel |
| My Environment | | |
| | WRITTEN LANGUAGE ARTS SKILLS | |
| Colors We Know | Reading for Fun | Proper |
| Familiar Objects | Games that Teach | The New |
| Our Names | Writing Essentials | Reading |
| | | Reporti |
| | NUMBER CONCEPTS | |
| Numbers for Fun | Money and its Use | Banking |
| Telling Time | Daily Time | Practic |
| The Calendar - Special Days | Numbers and Their Meaning | Budgeti |
| Money We Use | A Good Number Vocabulary | Computi |
| | SCIENCE | |
| Our Pets | Know Your Weather | Space a |
| Our Field Trips | Care of Pets and Plants | The Huma |
| Planting a Garden | Our Universe | Conserv |
| Seasons for Fun | Science Words | Develop |
| | Beautiful Nature | |

SUGGESTED TITLES FOR EXPERIENCE UNITS (continued)

| INTERMEDIATE ELEMENTARY | JUNIOR HIGH |
|---|---|
| **ORAL LANGUAGE ARTS SKILLS (continued)** | |
| Speaking Before a Group | The Telephone is not a Toy |
| **WRITTEN LANGUAGE ARTS SKILLS** | |
| Reading for Fun | Proper Social Correspondence |
| Games that Teach | The Newspaper |
| Writing Essentials | Reading for Information |
| | Reporting with Accuracy |
| **NUMBER CONCEPTS** | |
| Money and its Use | Banking and Saving |
| Daily Time | Practical Measurement |
| Numbers and Their Meaning | Budgeting My Allowance |
| A Good Number Vocabulary | Computing and Comparing Costs |
| **SCIENCE** | |
| Know Your Weather | Space and You |
| Care of Pets and Plants | The Human Body |
| Our Universe | Conservation of Natural Resources |
| Science Words | Development of the Machine |
| Beautiful Nature | |

## SELECTED RESOURCE MATERIALS

I. The regular state textbooks through the appropriate grade level.

II. Supplementary books of a high interest level (pupil use).

A. Core Vocabulary Readers by Huber, Salisbury, Gates - (The MacMillan Publishing Company). INTERMEDIATE and JUNIOR HIGH.

B. The Reading-Motivated Series by Helen Heffernan and others (Harr Wagner Publishing Company). INTERMEDIATE and JUNIOR HIGH.

C. The Cowboy Sam Books by Edna Walker Chandler (Beckly-Cardy Publishing Company). ALL LEVELS.

D. Our Growing World Series by Lucy Spragne Mitchell (D. C. Heath and Company). INTERMEDIATE and JUNIOR HIGH.

E. Basal Geographies by Whipple and James (The MacMillan Publishing Company). INTERMEDIATE and JUNIOR HIGH.

F. The Little Golden Books (Simon and Schuster). YOUNG ELEMENTARY and INTERMEDIATE.

III. Magazines and pamphlets for the teacher.

A. "Children's Activities" by the Educational Publishing Company.

B. "The Instructor", by F. A. Owen Publishing Company.

C. "Grade Teacher", by the Educational Publishing Company.

D. "Exceptional Children", journal of the Council for Exceptional Children - Washington, D. C.

E. "The Pointer" - 1714 Francisco Street, Berkeley 3, California.

F. "Highlights for Children" - 37 East Long Street, Columbus, Ohio.

G. Physical Fitness for the Mentally Retarded - by Frank J. Hayden, Southern Illinois University, Carbondale, Illinois.

H. Game Manual by Funk and Geri - Ernine Ross - 215 Seneca Street, Seattle, Washington.

I. Physical Education in the Elementary School - California State Department of Education.

J. "Pack-O-Fun" - 14 Main Street, Park Ridge, Illinois. (On all levels - for scrap-craft projects.)

K. "Play to Grow - Play to Learn" - Joseph P. Kennedy, Jr., Foundation, 1411 "K" Street, N. W., Washington, D. C.

L. "American Journal of Mental Deficiency" - (AAMD) Willimantic, Connecticut.

M. "Mental Retardation" (AAMD) Willimantic, Connecticut.

IV. Free Materials Catalogues.

A. "Elementary Teacher's Guide to Free Curriculum Material" - Education Progress Service, Randolph, Wisconsin.

B. "Educator's Guide to Free Films" - Education Progress Service, Randolph, Wisconsin.

V. Magazines for children.

A. Weekly Reader - on all levels.

B. "Humpty Dumpty Magazine for Little Children" (Parents Magazine Press, Bergenfield, New Jersey). YOUNG ELEMENTARY.

C. "Jack and Jill" (Curtis Publishing Company, Philadelphia, Pennsylvania). YOUNG ELEMENTARY and INTERMEDIATE.

D. "The Golden Magazine" (Golden Press, Incorporated, Poughkeepsee, New York). INTERMEDIATE.

E. Reader's Digest Reading Series. JUNIOR HIGH.

IV. Parent counseling - these public and private agencies have much inexpensive or free material.

A. National Association for Retarded Children
420 Lexington Avenue, New York, New York

B. California Council for Retarded Children
Forum Building, Room 831
11107 9th Street, Sacramento 14, California

C. Bakersfield Association for Retarded Children
530 Fourth Street, Bakersfield, California

D. Joseph P. Kennedy, Jr., Foundation
1411 "K" Street, N. W.,
Washington, D. C.

E. U.S. Department of Health, Education and Welfare
Washington, D. C.

Continental Press, Pasadena, California - prepared ditto sheets for all areas and all levels. Catalogue for materials especially for the exceptional child.

Catalogue - "Best Records for School Curriculum" from Children's Music Center - 5373 West Pico, Los Angeles 19, California. Music books and records for all subjects and all levels.

McCall's Magazine - Annual Edition. Each year McCall's publishes an annual edition on various crafts and handwork.

Cook Book for Boys and Girls by Betty Crocker - newest edition, beautifully illustrated.

I Want to Be Books (Children's Press). PRIMARY.

Your Manners Are Showing - by Betty Betz (H. W. Wilson). JUNIOR HIGH.

Manners Please by Gail Brook Burket (Beckly-Cardy Company). JUNIOR HIGH.

Health Can be Fun and Manners Can be Fun by Munroe Leaf (Lippencott). YOUNG ELEMENTARY.

U.S. Means Us by Mina Turner (Houghton-Mifflin). JUNIOR HIGH.

A Boy's Treasury of Things to Do and A Girl's Treasury of Things to Do by Caroline Horowitz (Hart Publishing Company), INTERMEDIATE ELEMENTARY.

Talking Time by Louise Scott and J. J. Thompson (Webster Publishing Company). TEACHER.

A Functional Core Vocabulary for Slow Learners by Frank A. Borreca, et al. A reprint from the AAMD Journal can be purchased from F. A. Borreca, 1420 Wood Road, Box 62, New York. Vocabulary can be used for reading, spelling and writing. TEACHER.

Let them Live by Dorothy P. Lathrop (MacMillan Company). Science - read to both INTERMEDIATE and JUNIOR HIGH.

Spring Is Here, Summer Time, Now It Is Fall, I Like Winter by Lois Lenski (Oxford University Press). Read to YOUNG ELEMENTARY and INTERMEDIATE.

What Makes the Wheels Go Round? by Edward G. Hucy (Harcourt, Brace and Company). Science - JUNIOR HIGH.

Let's Look Inside Your House by Herman and Nina Schneider (William R. Scott, Incorporated). Science - JUNIOR HIGH.

Art Education for Slow Learners by C. D. and M. R. Gaitskill (Charles A. Bennett Company).

Teen-Agers Prepare for Work by E. O. Carson and Flora Daly (Castro Valley, California). Workbook type of reading material - JUNIOR HIGH.

McCall's Pattern School Service, 230 Park Avenue, New York 17, New York. (Patterns and wall charts for JUNIOR HIGH.)

Singer Sewing Machine Company, Educational Department, 149 Broadway, New York, New York. (Write for information.)

## AUDIO VISUAL AIDS

For a complete catalogue of audio visual materials available from the Instructional Materials Library, contact the Kern County Superintendent of Schools, Instructional Materials Library, 1315 Truxtun Avenue, Bakersfield.

The following movies, filmstrips and records are suggested in order to help the beginning teacher. They are available from the Instructional Material Library.

MOVIES - Young Elementary

- The Calendar - Days, Weeks and Months
- How Little - How Big?
- Let's Count
- What Time Is It?
- Animules
- Simple Hand Puppets
- Teeth Are to Keep
- Your Friend the Doctor
- Caring For Your Toys
- Kindness to Others
- The Story About Ping
- Woolley the Lamb
- What Makes Rain?

MOVIES - Intermediate Elementary

- Fiddle-De-Dee
- Loon's Necklace
- Art Sources in Nature
- Care of Art Materials
- Holiday Art
- Paper in the Round
- Beaver Valley
- Balance in Nature
- Dining Together
- Parties Are Fun
- You and Your Bicycle
- Melody in Music
- Toot, Whistle, Plunk and Boom
- Our Country's Flag
- The Christmas Story

MOVIES - Junior High
- Art From Scrap
- What is Money
- Loon's Necklace
- Fiddle-De-Dee
- Art in Our World
- Holiday Art
- Don't Get Angry
- Making the Most of School
- Boy Fights Bacteria
- The Color of Health
- Who Makes Words
- Clouds
- Orange Grower

FILMSTRIPS - Young Elementary
- Using and Understanding the Calendar
- Cutting and Pasting
- Our Manners Series
- Health and Growth Series
- Living Together in School Series

FILMSTRIPS - Intermediate Elementary
- Living in a Machine Age
- Proper Food
- Your Eyes at Work
- Your Food and Digestion
- Librarian

FILMSTRIPS - Junior High
- Reviewing
- Words and their Background
- About Our Earth
- The Air About Us
- Our Earth is Changing

RECORDS - Young Elementary
- Childhood Rhythms - 6 volumes
- Holiday Rhythms (Bowmar)
- Music Round the Clock (Follett)
- Rhythm is Fun (Bowmar)
- Singing Activities (RCA)
- Happy Singing
- Listening Activities (Volume 1, 3)
- Our First Songs (Album 10)

RECORDS - Intermediate Elementary
- The American Singer - Book 4
- The American Singer - Book 5
- Folk Songs of Many People
- Dances of Early California Days
- Listening Activities (Volume 4, 5, 6)
- Singing Activities (Volume 4, 5, 6)
- Songs of the Frontier (Album 5)

RECORDS - Junior High

The American Singer - Book 6
The American Singer - Book 7
Folk Songs of Many People
Let Music Ring
Songs of the Revolution (Album 2)
Together We Sing - Album 14

# APPENDIX

## LEGAL ASPECTS AND IMPLICATIONS

Sections 6901 through 6919 and sections 8951 through 8956 of the California Education Code contain the legal basis for the education of mentally retarded minors in the public elementary and secondary schools of California.

Eligibility. A child is eligible for special training after he has had an individual psychological examination and is found incapable of being educated profitably and efficiently through ordinary classroom instruction, but may be expected to benefit from special education facilities designed to make him economically useful and socially adjusted (Education Code Section 6902). The determination of eligibility is made by a competent psychologist holding a credential for that purpose, issued by the State Board of Education, or by a person serving under the supervision of such a psychologist and holding a credential for that purpose issued by the State Board of Education (Education Code Section 6908). The responsibility of providing personnel qualified to certify the eligibility of pupils for special training in districts obligated to maintain these services rests with the districts concerned. When the county superintendent of schools is obligated to provide special training, he is likewise responsible for the proper certification of pupils.

Division of Responsibility for Special Training. Special training for eligible children is required on the elementary level and the secondary level for districts over 900 A.D.A. and is permissive on the secondary level for districts under 900 A.D.A. (Education Code Sections 6904 and 6905). The division of responsibility between the district and county superintendent is determined by the size of enrollment in elementary or unified school districts. When the elementary school district or the elementary school of a unified school district has an average daily attendance of nine hundred or more, it is mandatory that such district provide for the education of mentally retarded minors residing therein, either in special schools or classes operated by such district (provided the children are not already in attendance in special training facilities of high schools), through special training classes or schools operated by another district or by the county superintendent of schools (Education Code Section 6910). It should be understood, however, that none of these alternate resources are required to accept eligible children for enrollment in their special training facilities when such children reside in districts otherwise obligated to provide special training. This also applies to children residing in the county and in districts of less than nine hundred average daily attendance when the county superintendent of schools is obligated to provide special training.

The law provides that when mentally retarded minors reside in the county and in districts of less than nine hundred average daily attendance, the county superintendent of schools shall establish and maintain special training schools or classes for them. He is also required to provide transportation to the pupils attending them (Education Code Section 8951). In lieu of operating his own special training facilities, the county superintendent of schools may

provide for the education of such minors in, and for their transportation to, special training schools or classes maintained by a school district or by another county superintendent of schools (Education Code Section 8953). But, again, these alternate resources are not obligated to accept such enrollment.

Finances. School districts required or authorized to provide special training and transportation for mentally retarded minors may receive, in addition to regular state funds for the education of all public school pupils, an additional reimbursement for excess costs of educating mentally retarded minors up to a maximum of $375.00 per unit of average daily attendance (Education Code Section 18152-3). "Excess cost" is determined by obtaining the difference between the total current expenditures incurred for mentally retarded minors instructed in special schools or classes over the amount expended for current expenditures for an equal number of units of average daily attendance of pupils not classified as mentally retarded minors (Education Code Section 6913).

The portion of costs for special training in excess of the reimbursement provided by state funds must be met by the county superintendent of schools from revenue derived by a levy upon the taxable property of the county. This levy is required of the county board of supervisors, and the amount raised must include, in addition to the costs of establishing and maintaining special training schools and classes, funds required for transportation of pupils and rental of property. The board of supervisors may include in such amount a sum for capital outlay (Education Code Section 8955).

## EVALUATION OF THE CHILD'S PROGRESS

Evaluation of the child's progress is made on a continuing basis. Twice a year reports are submitted by the teacher. These indicate his progress in the class and his peer group relationships. Individual case studies of a more intense nature are made when the need is indicated. Individual pupil records start with a tentative diagnostic statement based upon the information available at the time. This will include a tentative prognosis and treatment statement. Subsequent chronological follow-up entries are made by the teacher, special education consultant, school psychologist, or special education clinic. The record remains active as long as the teacher can maintain contact with the child and his family regardless of whether or not he remains in school. Insofar as all the educational resources - home, school, and community - relate to the child's progress, these elements have equal position in the accounts which may be given. Eventually these materials will comprise the data for the evaluation of the entire special education program. The following guide illustrates the format recommended.

INDIVIDUAL PUPIL RECORD
SPECIAL TRAINING CLASSES
KERN COUNTY SCHOOLS

_____
(Name)

Entered special education program on _____ 19____
Entered _____ class on _____ 19____
Transferred to _____ class on _____ 19____
Transferred to _____ class on _____ 19____
Transferred to _____ class on _____ 19____
Sending school _____

General Information

Birthdate _____ Birthplace _____
Name of father _____ Home address _____
Name of mother _____ Home address _____
Living with _____
Father's occupation _____ Place of employment _____
Mother's occupation _____ Place of employment _____

Diagnostic Statement (Include prognosis and suggested treatment.)

Areas to be covered: psychological, physiological, emotional, economic, social cultural, family relationships, etc.

Semester Summary

INDIVIDUAL PUPIL EVALUATION
EDUCABLE SPECIAL TRAINING CLASSES
KERN COUNTY SCHOOLS

(Name) _____ (School) _____

| | 1st Sem. | | | 2nd Sem. | | |
|---|---|---|---|---|---|---|
| | Almost Always | Sometimes | Seldom | Almost Always | Sometimes | Seldom |
| **A. PERSONAL ATTITUDES AND BEHAVIOR** | | | | | | |
| 1. Is out-going and relates to others | | | | | | |
| 2. Is courteous | | | | | | |
| 3. Is neat in appearance | | | | | | |
| 4. Is self-confident | | | | | | |
| 5. Has self-respect | | | | | | |
| 6. Exercises self-control | | | | | | |
| 7. Practices self-direction | | | | | | |
| 8. Accepts criticism and suggestions without resentment | | | | | | |
| **B. CITIZENSHIP** | | | | | | |
| 1. Is regular in attendance | | | | | | |
| 2. Is prompt | | | | | | |
| 3. Respects rights of others | | | | | | |
| 4. Accepts responsibility | | | | | | |
| 5. Obeys school rules | | | | | | |
| 6. Obeys bus rules | | | | | | |
| 7. Respects authority | | | | | | |
| 8. Respects property, both public and private | | | | | | |
| **C. SOCIAL ADJUSTMENT** | | | | | | |
| 1. Is cooperative | | | | | | |
| 2. Practices good sportsmanship | | | | | | |
| 3. Shares with others | | | | | | |
| 4. Gives interested attention in audience situations | | | | | | |
| **D. WORK HABITS** | | | | | | |
| 1. Follows directions | | | | | | |
| 2. Does neat and careful work | | | | | | |
| 3. Uses time wisely | | | | | | |
| 4. Works well alone | | | | | | |
| 5. Works well in a group | | | | | | |
| 6. Finishes work | | | | | | |
| 7. Sticks to the job when unsupervised | | | | | | |
| 8. Uses and cares for materials and equipment properly | | | | | | |
| 9. Puts away work, materials and equipment | | | | | | |
| **E. HEALTH AND SAFETY** | | | | | | |
| 1. Keeps clean in person and dress | | | | | | |
| 2. Maintains good sitting and standing posture | | | | | | |
| 3. Eats nourishing food when available | | | | | | |
| 4. Has sufficient sleep | | | | | | |
| 5. Is free from nervous habits | | | | | | |
| 6. Plays actively during playtime | | | | | | |
| 7. Observes traffic and safety rules | | | | | | |

## ROOM LAYOUT

The following special training class layout plan illustrates how a classroom of ordinary size can be arranged to accommodate the various types of activities included in the program. The basic assumptions back of such a plan are the following:

1. While the whole program is envisioned in the layout of the room, special work areas to accommodate the projects or activities must be planned.

2. Work areas should be distributed in such a manner as to permit balance and provide maximum usage of available space throughout the school day.

3. The layout should contain the elements of good traffic engineering, providing easy access to the different work centers inside and outside the room.

4. The plan should give consideration both to activity and social grouping of children.

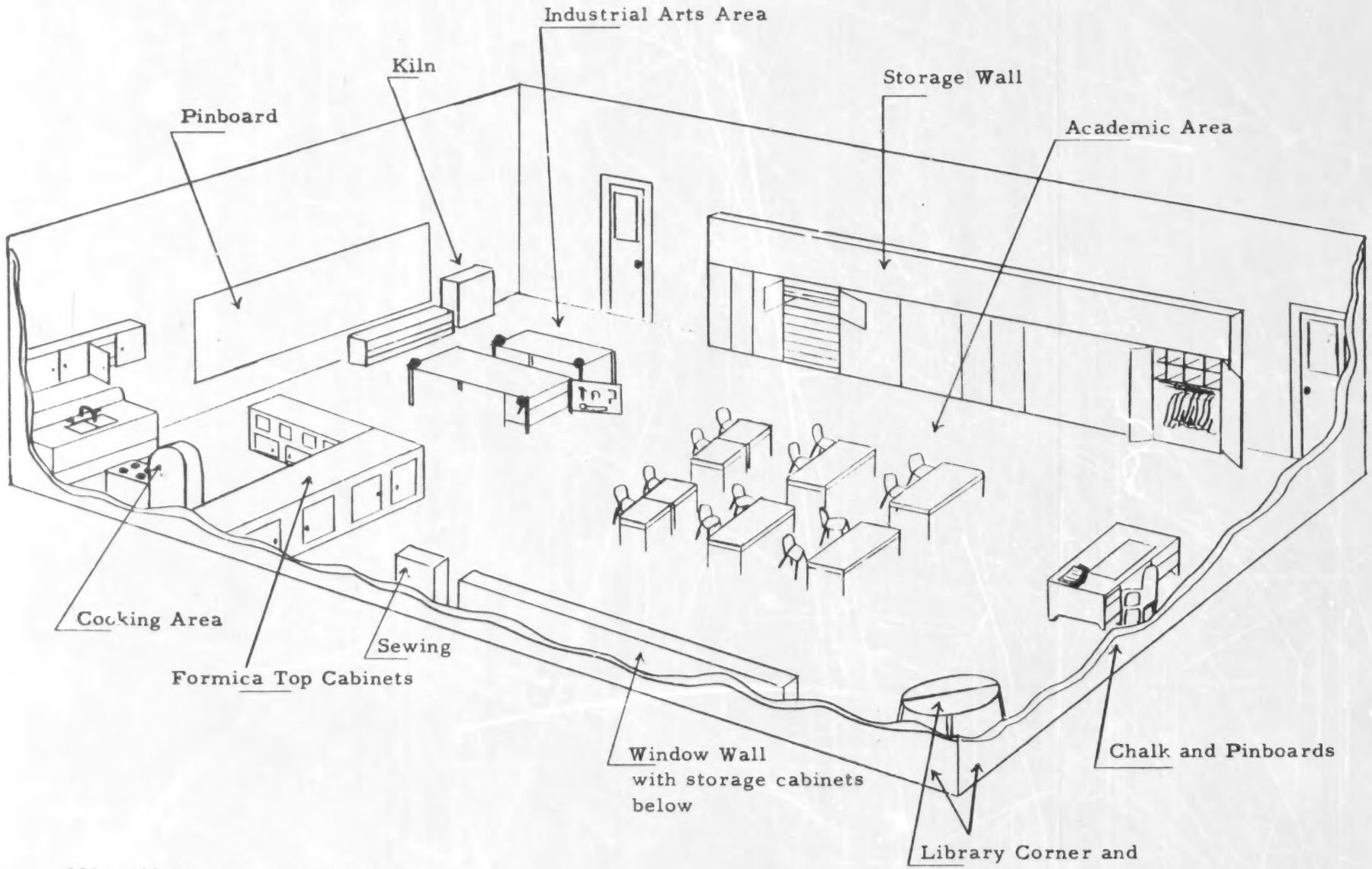
5. Distribution of areas should permit simultaneous supervision by the teacher of student activities inside and outside the room.

6. Equipment, materials, and supplies should be conveniently located within the general area where they are to be used.

7. The layout, equipment, and facilities should be readily adapted to different uses. For example, the desks in the academic area should be mobile enough to be pushed together to form a dining table for the homemaking area.

8. The location of areas, according to the purposes they serve, should be guided by the principles of sound and light control.

Suggested Classroom Development for Training of
Educable Mentally Retarded Children




30' x 40' Approximate Dimensions